

16 So many languages!

He has learned 11 languages

Lesson profile

Reading	An amazing language learner
Grammar	Present perfect and past simple
Vocabulary and Speaking	A learning English quiz
Pronunciation	Word stress

Warmer

Arrange the students into groups. Give them two minutes to write down English words which have come into their language, for example *le camping* in French. See which group can find the most words. Afterwards ask the students why their language has taken these English words and if this is a good thing.

READING

- 1** Books closed, the students write down 'Hello' in as many languages as they can.

Books open, the students do the matching exercise and see if they had languages which Alex can't speak. They could use Google translate on their mobile devices to help them.

Fast finishers

Fast finishers write down 'Goodbye' in as many of Alex's languages as they can.

Answers

The languages are (from top to bottom):

left: German, Afrikaans

right: Dutch, Hebrew, French, Catalan, Russian, English, Spanish, Greek, Italian

- 2** The students learned *blog* in Unit 10 but check the meaning: *Some people write about themselves every day and put this information online. Do you remember the word for this?*

The students first read the questions, then the text.

Arrange them into pairs to ask and answer the questions. The answers should be in their own words, for example (1) *I've become famous*. They then underline the answers in the text.

Mixed ability

For **stronger students**, show them the answers and ask them to make the questions.

Fast finishers

Fast finishers write three more questions to ask Alex, then they ask them to one another, for example *Can you read and write in all these languages?*

Answers

- I've been on radio stations around the world and the BBC has made a video of me.
- Greek is my favourite, because my mother is half Greek and I have spoken the language since I was a young child.
- I became interested in other languages after I travelled to different countries for holidays and my father's job.
- I bought some Dutch language books and CDs.
- Arabic.
- No, it gets easier each time you do it.

GRAMMAR Present perfect and past simple

- 3** This grammar has already been presented in the book but it is the first time the two tenses are contrasted. Write on the board *I have known Alex for two years. He was a first-year student then*. Ask the students to name the tenses. (present perfect; past simple)

Ask *Do I still know Alex?* (yes) *So can the present perfect mean something not finished?* (yes) *Is Alex a first-year student now?* (no) *So can the past simple mean something in the present?* (no)

The students mark the sentences PP (present perfect) or PS (past simple).

Answers

- He has learned to speak 11 languages. PP
- Last year, he won a competition. PS
- He has spoken the language since he was a young child. PP + PS
- When he was 14 he went on a trip to Holland. PS + PS
- He has already made many new friends. PP
- He started a blog a few months ago. PS

- 4** Books closed, elicit the rules from the students. Ask: (1) *Which tense goes with time words like yesterday and ago?* (past simple) (2) *With never and yet?* (present perfect) (3) *With something that started and finished in the past?* (past simple) (4) *With something which finished but is still important?* (present perfect)

Books open, the students complete the rules. Then tell them to give a sentence for each rule in the table, for example (1) *I went to the cinema last weekend*.

→ Grammar reference Student's Book page 162

- 5** The students find and underline more examples of the past simple and past perfect in the text. Then they write them down and match them to the usage rules a–d.

Answers

Alex has been on radio stations around the world (d)
the BBC has made a video of him (d)
He's been interested in languages all his life (b)
He became interested in other languages (a)
after he travelled to different countries (a)
He wanted to be able to talk to people (a)
he bought some Dutch language books (a)
he was able to speak to the people there (a)
he has not finished yet (b)

Alternative presentation

Send two students out of the classroom for one minute.
Tell them to look around at the room before they go.
Rearrange the classroom while they are away, for example
put a bag on a table, write something on the board, open a
window.

When the students come back in, ask them to tell you what
has happened. Reformulate their answers into the present
perfect, for example *You have put Karl's bag on the desk.*
Someone has opened the window. Write the sentences on
the board.

Tell students to open their books and look at the box in
Exercise 4 and tell you which rule applies here (4 d).

The students then find more examples of the present perfect
and past simple in the text (i.e. examples not included in
Exercise 3) and do the same.

- 6 Write on the board *He finished / has finished, so it is
my turn now.* Ask the students which tense is right and
why. (*has finished*, rule 4 d) The students complete
the conversations. Check and ask them to explain their
answers.

Answers

The words in brackets explain the reason for the choice of
tense.

- 1 A: *Have you done* your homework yet, Tania? (because of
yet)
B: Yes, I *finished* it an hour ago. (ago)
2 A: Where *did you go* on holiday last summer, Robin? (*last
summer*)
B: We *went* to New York to visit my sister. (finished event)
She *has lived* there since 2014. (not finished)
3 A: *Have you ever eaten* curry? (general life experience)
B: Yes, I *had* some yesterday. Delicious! (finished event)
4 A: *Did you enjoy* the *Toy Story* films when you were little,
Sergio? (finished event)
B: I *have never seen* any of the *Toy Story* films. (never) But I
liked *The Incredibles*. (finished event)

Extension activity

The students make one of the conversations bigger and
act it out. For example:

- A: Have you done your homework, yet Tania?
B: Yes, I finished it an hour ago.
A: Was it easy?
B: No, so I phoned my friend Natasha and asked her.
Have you finished it?
A: Well, I've started it ...

Corpus challenge

Elicit the word *troubles* from Unit 10. Hum the beginning
of the Beatles song *Yesterday*. Write the first line on the
board and ask students to fill in the verb and explain the
tense.

*Yesterday all my troubles (seem) so far
away. (seemed because of yesterday)*

The students correct the corpus sentence and explain
why.

Answer

Yesterday I watched a swimming competition with my
brother. (*yesterday*, finished event)

Extension activity

Listen to *Yesterday* of course!

VOCABULARY AND SPEAKING

- 7 Books closed, ask the students to think of some
questions about learning English. Write the ones in the
present perfect on the board, for example *Have you ever
sung a song in English?*

Books open, check the meanings of some of the words
in the box, for example *How do you spell dog?* (D-O-G)
*You do this when you think you know something but
don't know for sure.* (guess)

Say to the students *All these words are about ...?*
(language/writing) Tell them to look at the first item in the
quiz and say, *After 'to' we need a ...?* (verb) *Which verb
in the list makes sense here?* (chat)

The students complete the quiz.

Answers

- 1 chat 2 dictionary 3 guess 4 list 5 exercises
6 articles 7 spell 8 mistakes 9 interesting

- 8 The students do the quiz themselves. They can only
choose one answer for each question.

The students first check their results on page 137 and
then compare them with a partner. See who got the
highest results in the class. The students could also ask
each other the questions.

PRONUNCIATION Word stress

- 9 2.13 The students did word stress in Unit 5, but
revise the concept: *How many syllables are there in
'language'?* (two) *Is the stress on the first or second
syllable?* (first) With a partner, students say the words
and decide which is the stressed syllable. Then play the
recording for them to check and repeat.

Answers

adjectives article dictionary exercises important
interesting mistakes sentence vocabulary

Extension activity

Show the students how stress is marked in a dictionary. The students use a dictionary to find the stressed syllable in the following words from the text about Alex Rawlings: *amazing*, *competition*, *favourite*, *adventure*, *Arabic*, *advice*.

Cooler

Read out sentences in the past simple and present perfect. If the sentence is true for them, the students get up and swap chairs. Examples:

You got up before seven o'clock.

You have worked hard in this lesson.

Your mum was born in a different town.

Someone has said something nice to you today.

Once the students understand the activity, they can take it in turns to be teacher and say sentences for the other students to follow.

Languages of the world

Lesson profile

Reading	<i>Languages of the world</i>
Speaking	Talk about languages
Listening	Interesting facts about languages
Vocabulary	Key Reading and Writing Part 6
Writing	Write about your English class; capital letters

Warmer

Arrange the students into groups. You say a country and the students write the capital: Spain (Madrid), Russia (Moscow), Kenya (Nairobi), Canada (Ottawa), Mexico (Mexico City), Chile (Santiago), Norway (Oslo), New Zealand (Wellington), South Korea (Seoul), India (New Delhi – *not* Delhi). Give one point for the name and one point for correct spelling.

READING

- 1 The students quickly read the text and see which countries from the warmer are mentioned (Spain, Russia, Canada, Mexico, New Zealand and India). They then note down or underline the six pieces of information (three they know and three that are new to them) and compare them with a partner.

Mixed ability

Ask **weaker students** only to read the introduction, the paragraph about Africa and the paragraph about the continent where they live.

Answers

There are about 7,000 languages in the world.

- 2 Ask some oral questions first: *Give an example of a Romance language.* (French, Italian, Spanish, Portuguese) *Where do people speak Spanish?* (Spain and the Americas)

Mixed ability

The students should ask those who read the full text for the answers to the questions they didn't read about.


Answers

- 1 Chinese – a billion speakers; Spanish – 406 million speakers; English – 335 million speakers
- 2 Asia (2,303 languages)
- 3 Slavic
- 4 It does not belong to any language family.
- 5 English and French
- 6 In parts of Mexico and Guatemala.
- 7 Papua New Guinea – 832 languages

About you

- 3** If you have a multilingual class, arrange them in groups of different nationalities for this discussion. The students should make notes because this will help them when they come to Prepare to write.

LISTENING

- 4**  **2.14** Books closed, draw a *rainbow* on the board and ask the students to name the colours in English. (*red, orange, yellow, green, blue, indigo, violet*) Ask them to name all the colour words in their language. Do they know of any languages which have more or fewer words for colours?

Books open, the students see if they know any of the answers already. Then play the recording. Make sure they are on track by checking that their answers to the first two questions are numbers. Play it again.

Answers

- 1 12 in Russian and Greek; 11 in English
- 2 three (*one, two, many*)
- 3 They use one with their family, the other when they need to be polite.
- 4 They use north/south/east/west.
- 5 There are talking dictionaries and smartphone apps to help young people learn the language.

Audioscript

Hello, everyone, and welcome to 'Our Amazing World'. Today I'm going to tell you some things about languages that you probably didn't know. For example, not all languages have the same number of colour words. In English there are 11, but in Russian and Greek there are 12. Those languages have two words for blue. Other languages have just one word for green and blue, or one word for green and yellow.

Numbers are also different – some languages have very few words for numbers. The Pirahã language of Brazil only has words for 'one', 'two' and 'many'. They just don't need more numbers than that in their daily lives!

There are some very interesting languages in Australia and Africa that have two sets of vocabulary – so two words for 'chair', or two words for 'parent'. You use one set when you're talking in the home, with close family, and the other set when you need to be more polite. The grammar is the same but the vocabulary is different. So people who speak it have to learn two whole sets of vocabulary!

Another amazing group of languages has no words for 'left / right / in front of / behind' and so on. Instead, speakers use north/south/east/west to say where things are. So they say things like 'There's an insect north of your foot.' or 'The book is on the east side of the table.' It's hard to believe, but they know all the time where north, south, east and west are!

Unfortunately, some of these languages only have a few speakers left. It's important not to lose them, because they have a lot of information in them – about nature, and about the culture of the speakers. Luckily, modern technology is helping to keep these languages alive. There are now talking dictionaries and smartphone apps to teach pronunciation to younger speakers. People are working hard to keep these languages going.

Get talking!

See Student's Book page 133.

Answers

- 1 Conversation 1 – sport
Conversation 2 – shopping
Conversation 3 – studying
Conversation 4 – friends
- 2 Conversation 1: unfortunately; such a
Conversation 2: quite a few
Conversation 3: these days; certainly
Conversation 4: anyway; at least

2.15 Audioscript

Conversation 1

A: How was the football match, Joe? Did you win?

B: No, unfortunately Dominic was ill. He's such a good player. It's hard to win without him!

Conversation 2

A: Nice T-shirt, Gina! Is it new?

B: Yes. I went to that new department store last weekend and got quite a few new things.

Conversation 3

A: The science teacher is giving us too many tests these days!

B: She certainly is! And the last one was really hard!

Conversation 4

A: I'm really angry. I asked Sarah not to invite Chris to her party, but she did it anyway!

B: Don't worry. She's invited at least 20 other people. You won't have to talk to him.

VOCABULARY

Prepare for Key for Schools

Reading and Writing Part 6

Task description

In Reading and Writing Part 6, students read descriptions of five words and write the correct word. The words will all be on the same topic.

Exam tips

Tell the students that the exam instructions and the example will tell them what the topic is. The words must have exactly the correct number of letters and must be spelled correctly. Some words may be plural. Students should look out for clues such as *this / these* and *it / they* in the definition, which tell them whether the word is singular or plural.

→ See Exam Profile 2, Student's Book page 123

- 5** To demonstrate, write 'g _ _ _ _ _' on the board. Say to students *This gives every rule in a language.* (grammar)

Answers

- 1 dictionary 2 message 3 library 4 board 5 magazine

Extension activity

You can adapt the boardgame 'Hangman' (Google 'hangman game' if you're not sure of the game) to practise this task: give a definition before the students call out the letters of the word. If you don't like the idea of the 'hanged man' you could substitute a simple drawing of a cat: head, body, tail, ears, paws, whiskers, etc.

WRITING

Prepare to write

GET READY Write *i am an english teacher* on the board and ask What's the problem? (no capital letters for I and English) Ask the students when we use capital letters in English. The students then read Maria's text, and find examples of the capital letters.

Language note: we use capital letters to begin proper nouns (e.g., Monday, David, The New York Times), titles (Mr Jones, Dr Husain), adjectives about countries and religions (e.g. British food, Hindu traditions) and the first and important words in titles (e.g. *The Good, the Bad and the Ugly*).

Answers

after a full stop – *Most, The, I*

for people's names – *Maria*

for countries – *Spain, Poland, Morocco*

for languages – *Spanish, Catalan, Polish, Arabic, French, English*

for I – *I come from, I like, I find, I plan*

PLAN Ask the students some comprehension questions about Maria's text, for example *How many nationalities are in her class?* (three) *What is Maria not so good at?* (listening)

The students should use their notes from Exercise 3 and add some extra ideas about likes/dislikes/plans.

WRITE Tell the students to look back at Maria's paragraph as a model. For example, they should notice that like/dislike are followed by an *-ing* form and *plan* by a *to* infinitive.

Before they check their work, give students the unpunctuated version of the sample answer.

i'm artur and i'm from sopot in poland. almost everyone in this class is polish but there are two girls from ukraine and a lithuanian guy. we all speak polish, and some english of course, but the ukrainian and lithuanian students know russian too. i love listening to american rock music and one day i want to be in a band.

They correct this, then their own work.

Sample answer

I'm Artur and I'm from Sopot in Poland. Almost everyone in this class is Polish but there are two girls from Ukraine and a Lithuanian guy. We all speak Polish, and some English of course, but the Ukrainian and Lithuanian students know Russian too. I love listening to American rock music and one day I want to be in a band.

Project

Changing your language

The students suggest some changes to their language to make it easier, more logical or more beautiful.

- Make a list of 'problems' in your language (or English), for example, words that are hard to spell or pronounce, grammar rules that are difficult to remember for you and foreigners, punctuation that seems unnecessary.
- Arrange the students into groups. You could give each student in the group an area to work on, for example grammar, vocabulary, punctuation, pronunciation.
- The students then make a list of changes. They should be specific and give examples, for instance, (English) the opposite of every adjective is *un-* (*ungood, unfast*) so there are fewer words and rules to remember, there are no weak forms so it is easier to understand people when they speak.
- The students check one another's work and make a poster, or PowerPoint presentation, to show to the rest of the class.

Cooler

Write this on the board: *I went to Oo on Ooo*

Tell the students that o shows an unstressed syllable and O is a stressed one. They need to put in words that match the stress pattern, for example, *I went to **PO**land on **HOL**iday, I went to **PE**ter's on **SA**turday*. Repeat with more sentences, for example:

I love Oo but I hate oOo. (lemons ... tomatoes)

The oOo is on the Oo. (computer ... table)

As a variation, you can say, not write, the sentences, humming the missing words. **Stronger students** could also make their own sentences for others to complete.

Teacher's resources

Student's Book

Grammar reference and practice page 162

Vocabulary list page 144

Video

Different languages

Workbook

Unit 16 pages 64–67

Go online for

- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks